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ABSTRACT

The Co-op/Disadvantaged First-Job Success Project was organized to provide inservice training to vocational teachers and cooperative education coordinators who work with inner city disadvantaged youth in the south central region of Pennsylvania. The project was organized in a manner that allowed project staff, co-op coordinators, and teachers to work as a team to investigate the issue of assisting inner city youth in making a successful transition from school to work. Group and one-on-one training was provided in areas such as identification and assessment, training plan development, curriculum modification, job survival skill training, theory class preparation, and evaluation techniques for serving disadvantaged students in the transition period. The vocational teachers, co-op coordinators, and other placement personnel also attended monthly meetings with resource people and selected employers to discuss ways in which to assist students in making a successful transition to work. The project demonstrated that programs to ease the school-to-work transition of inner city disadvantaged youth must begin at the intermediate or even elementary levels, labor laws should be amended to allow inner city youth to acquire job experience before leaving school, more role models for these students should be identified, and schools must enhance their ties with community businesses so as to integrate more disadvantaged students into the workplace. (Appendixes include sample committee agendas and meetings, lesson plan activity reports, and a literature review.) (MN)

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FINAL REPORT

THE CO-OP/DISADVANTAGED JOB SUCCESS PROJECT

Contract Number 86-6018

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BUREAU OF VOCATIONAL EDUCATION

VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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FINAL REPORT

The Co-op/Disadvantaged Job Success Project

Contract Number 86-6018

Submitted by

Frederick G. Welch

and

Michael Erwin

The Pennsylvania State University
Division of Counseling and Educational Psychology and Career Studies
103 Rackley Building
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August 1, 1986

$48,371

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

VOCATIONAL PROGRAM SUPPORT SERVICES SECTION

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PREFACE

What problems are facing inner city disadvantaged youth who are entering the workplace? This question provided the central theme of the Co-op Disadvantaged-Job Success Project. By involving inner city co-op coordinators, representatives from industry, and school officials, the project staff was able to formulate a number of findings regarding the school to work transition of inner city disadvantaged youth. Some of these findings were as follows:

1. High school co-op programs do not assist the truly inner city disadvantaged adolescent. These programs tend to place only twelfth grade students who have a satisfactory academic standing. Consequently, high school dropouts or those disadvantaged students who have academic problems are denied co-op.

2. Elementary and intermediate level school programs must assume a more active role in preparing students for the world of work.

3. Many inner city disadvantaged youth lack previous job experience. Unfortunately, due to child labor laws, there are few job opportunities for inner city youth under the age of 16. Employers such as fast food restaurants, who need help, may hire only students aged 16 and above. Inner city disadvantaged youth and these employers would benefit if present labor laws were amended.

4. Schools tend to have poor communication with businesses in the community. It is critical for schools to provide local employers essential information that is needed to successfully integrate the disadvantaged learners into the workplace. Likewise, it is also imperative that schools gain a greater understanding of the needs of employers. All of this can be accomplished with communication.

5. There is a lack of role models for inner city disadvantaged youth to identify with.

6. Schools must use care in programming for disadvantaged youth.

* Through research conducted during the course of the project significant differences were found in academic performance and self-concept among the various classifications of disadvantaged students.

The following report elaborates on the preceeding findings along with a more comprehensive description of the Co-op Disadvantaged-Job Success Project.

ACKNOWLEDGMENTS

We wish to express our gratitude to all those who have helped us during the recent project activity. We would like to thank all the students and faculty at Steelton-Highspire AVTS, Dauphin City AVTS, Lebanon City AVTS, John Harris High School, Lancaster City School District and the Lancaster County AVTS for their cooperation. George Risher, Jackie Hanson, and Chien Yu must also be commended for their efforts during the course of the project. We would also like to thank Dr. Frederick G. Welch for the direction and leadership he provided throughout this past year.

Michael Erwin

Project Director

ABSTRACT

An Inservice Instructional/Transitional Resource Team Approach to Work With Teachers, Co-op Coordinators to Assist Disadvantaged Students in First Job Success.

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This project was intended to provide inservice to Co-op Coordinators and teachers regarding school-to-work transition of Inner City Disadvantaged Learners. The project was organized in a manner so that project staff, co-op coordinators and teachers worked as a team to investigate the issue.

Objectives

1. To identify and train three instructional resource team members in areas such as identification and assessment, training plan development, curriculum modification, job survival skill training, theory class preparation, and evaluation techniques for serving disadvantaged students in the transition period from school to the first job.

2. To provide on-site inservice training on a one-to-one basis to vocational teachers, cooperative education coordinators, and other placement personnel who deal with disadvantaged students in four area vocational-technical schools and two comprehensive high schools in

the south central region of Pennsylvania, for a period of 30 weeks, one day per week.

3. To hold monthly inservice meetings, with resource people, teacher coordinators, and other placement personnel, along with selected employers, after school meetings to discuss ways to assist the student in the transition to a successful work.

Outcomes

1. Personnel and representatives from industry had the opportunity to examine the school-to-work transition of inner city disadvantaged youth. They uncovered many problems that the disadvantaged experienced when making the transition into the workplace, along with various strategies intended to counter these problems.

2. The project also afforded university personnel the opportunity to carry out an investigative study concerning school-to-work transition of disadvantaged learners.

3. Many other school personnel who were not associated with the project had the opportunity to learn about the inner city disadvantaged students transition through PAVESNP and Pennsylvania Vocational Education Conference presentations.

Audience

The findings of this project are useful to school officials, Co-op Coordinators, teachers, community leaders, and representatives from industry who work with students who are entering the world of work.

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CHAPTER I

BACKGROUND

The following report outlines the findings of the Co-op/Disadvantaged First-Job Success Project. This effort provided inservice regarding transition skills to teachers and co-op coordinators who work with inner city disadvantaged youth. During the course of this activity, much information was collected concerning school-to-work transition of disadvantaged learners. Much of this knowledge would be useful to anyone who works with disadvantaged learners.

CHAPTER II

METHODS

The following objectives provided direction for all project activity:

1. To identify and train three instructional resource team members in areas such as identification and assessment, training plan development, curriculum modification, job survival skill training, theory class preparation, and evaluation techniques for serving disadvantaged students in the transition period from school to the first job.

2. To provide on-site inservice training on a one-to-one basis to vocational teachers, cooperative education coordinators, and other placement personnel who deal with disadvantaged students in four area vocational-technical schools and two comprehensive high schools in the south central region of Pennsylvania, for a period of 30 weeks, one day per week.

3. To hold monthly inservice meetings, with the resource people, teacher coordinators, and other placement personnel, along with selected employers, after school meetings to discuss ways to assist the student in the transition to a successful work life.

Preliminary Preparation

The project began in the following manner; initially, a resource team was trained to provide inservice; six urban schools were chosen to participate in the project, and an advisory committee was formed.

Three university personnel were trained to work on the resource team. This group visited four area vocational-technical schools and two comprehensive high schools in central Pennsylvania, one day per week. They provided inservice training in such areas as learner identification, assessment, curriculum development, training plan development, performance evaluation, and school-to-work transitional skills for the disadvantaged learner to co-op coordinators and teachers. The resource team, with aid from the co-op coordinators, also carried out an employer survey and a study concerning the school-to-work transition of inner city disadvantaged learners. Each of these will be discussed in a later chapter.

Four urban vocational-technical schools and two inner city comprehensive high schools were chosen to participate in the project. These schools were located in the Lancaster, Lebanon, and Harrisburg areas. Most of the schools had large disadvantaged populations and rather high drop-out rates (20%-33%). Both comprehensive schools were in the process of establishing special programs with the purpose of alleviating the drop-out problem. One of these already had a special program designed to prepare drop-outs and potential drop-outs for the world of work. All six of the schools cooperated with the resource team throughout the course of the project.

An advisory committee was also organized at the outset of the project. It consisted of academic and vocational teachers, co-op coordinators, school administrators, community leaders, and representatives from industry. They

met five times throughout the course of the project (Advisory Committee agendas and minutes are located in the appendix). They provided guidance for all of the project activity.

Implementation

The resource team visited each of the schools one day per week for 15 weeks. During these visits, they worked with co-op coordinators and teachers from the six schools involved in the project. Activities consisted of such things as discussions, visits to job sites, classroom visitations, implementation of classroom lessons, student interviews and visits to pertinent community programs.

The resource team also held monthly dinner meetings with the co-op coordinators from the six participating schools. Co-op coordinators would bring local employers or school administrators to these meetings to discuss various aspects of the school-to-work transition of disadvantaged youth. Many of the agendas and minutes from these meetings are located in Appendix A.

With the asistance of the cooperating schools, the resource team completed a study which examined various factors which could affect a student's successful placement in the workplace. The proposal for the research follows.

Proposal for Research:

A Study of the School to Work Transition of Inner City Disadvantaged Adolescents.

The following is a description of a research project conducted by the Division of Counseling and Educational Psychology and Career Studies. The project had a dual purpose. First, it examined the school to work transition of inner city disadvantaged adolescents. Then, after identifying problems that are common to the disadvantaged population during this transition, a resource team composed of university personnel explored various resource material and techniques that public school personnel can use to offset these problems.

The resource team first assessed the school to work transition of the disadvantaged before examining remediation procedures.

Purpose

This research was intended to examine factors that influence the school to work transition of inner city disadvantaged adolescents. It was designed to examine the relationship of self-concepts among students labeled disadvantaged and non-disadvantaged. Results of the research will tend to help university personnel formulate teaching strategies and materials designed to assist work-bound disadvantaged individuals.

Problem to Be Investigated

An individual's self concept greatly influences a person's transition and subsequent placement in the world of work. This study examined self-concept scores of disadvantaged and non-disadvantaged students.

Personal Qualifications

Dr. Frederick Welch of the Division of Counseling and Educational Psychology and Career Studies directed this research project. He had conducted numerous research activities at Penn State.

Other members of the research project are Michael Erwin (Instructor), George Risher (Graduate Assistant), Jackie Hansen (Graduate Assistant), Chien Yu (Graduate Assistant), and Tai Lin Peng (Graduate Assistant).

Population to Be Studied

Students enrolled in co-op programs (work-study) in six schools located in Harrisburg, Lancaster, and Lebanon were involved in this research. Since all the schools participating in the project are located in urban areas, there was a rather large population of disadvantaged students in the study. These students ranged from 16 thru 18 years of age.

Recruitment of Subjects

Project personnel explained the research project's purpose to every co-op student enrolled in each of the six participating schools. At that time, students can decide whether or not to participate in the research.

Methodology of the Study

Co-op students interested in participating in the study had to have

a signed Parental Consent Form. After receiving the signed Consent Form, each student was given a packet of forms that were completed by their parents/guardians, and themselves. Each of these forms had a number code located in the upper right hand corner so that all information was compiled correctly for each individual subject.

One of these forms were completed by the parents or guardians. Project personnel used information taken from this form to classify subjects (disadvantaged or non-disadvantaged), while the remaining information was used to examine possible factors that affect student job performance.

The co-op students completed a form that provided demographic information for the study. University personnel used this information to search for possible variables that effect the disadvantaged individual's work performance.

Students participating in the research were administered two tests that measured identification of facts, math, reading, writing, problem solving and self-concept levels. These tests should take approximately one hour total to administer.

After compiling the above information, self-concept scores of disadvantaged students were examined. Results of this research will permit the project staff to isolate any potential problems related to self-concept that could negatively effect a disadvantaged student's transition into the world of work. Once this has been done, project members can begin to search for materials, strategies or techniques that could be used to offset some of these problems.

CHAPTER III

ANALYSIS

This chapter contains the results of the employer survey findings and the study instituted by the resource team.

EMPLOYER SURVEY

The resource team and co-op coordinators interviewed 25 inner city employers who hired inner city disadvantaged individuals. Employers responded to a series of questions concerning the problems inner city disadvantaged individuals encountered in the world of work. The following list illustrates the results of the survey. The list is in a hierarchial order, with the most frequently occurring responses listed first.

EMPLOYER IDENTIFIED PROBLEMS OF DISADVANTAGED CO-OP STUDENTS

The following information was collected through interviews with 25 employers in the Harrisburg and Lancaster areas.

1. Lack Effective Communication Skills (11)
2. Lack Responsibility on the Job (8)
3. Poor Self-Concept---Lack Self Confidence (6)
4. Inability to Deal With Personal Problems (6)
5. Poor Interview Skills (6)
6. Need to be Punctual (5)
7. Lack Motivation to Work (5)
8. Work Ethic (3)
9. Money Management (3)
10. Proper Dress (2)
11. Lack of Job Skills (2)
12. Absenteeism (2)
13. Poor Comprehension of Employer Expectations (2)
14. Poor Attention Span (2)
15. Inability to Accept Criticism (2)
16. Unrealistic Expectations of Unions (2)

17. Transportation (1)
18. Dealing Appropriately with Authority Figures (1)
19. Poor Retention of Learned On-The-Job Skills (1)
20. Failure to Ask Questions (1)
21. Coping with Negative Comments from Co-Workers (1)
22. Peer Pressure (1)
23. Poor Math Skills (1)

STUDY

As a result of this survey, the resource team made the decision to institute a study which examined the self-concept and academic performance of disadvantaged students. They selected these factors to study because communication skills and self-concept appeared frequently on the problem list.

At the outset of the study, the resource team compiled a review of the literature that examined the role of parental influence in helping children succeed in school and the world of work, youth joblessness and unemployment, and its consequences on later worklife, and the relationship of academic skills and success in the world of work. All of these reviews can be found in Appendix C.

RESULTS OF STUDY

The study focused on self-concept, academic skills, and demographic information pertaining to approximately 100 students. The project staff used the demographic information to classify students into one of the following areas: limited English proficiency, economically and educationally disadvantaged, and non-disadvantaged. After the subjects were grouped, self-concept scores were compared.

The major results of this study are as follows:

Table 1: The correlation Coefficient Between Pre- and Post- Tests

r value	Probability
0.8507	0.0000

Table 2: T-test For Mean Scores Between Pre- and Post- tests

Varible	N	Mean	SD	Standard Error	T	DF	2-tail Probability
Pre	67	37.4179	4.370	0.534	-2.77	66	0.007
Post	67	38.2687	4.734	0.578			

T = -2.77 sig 0.01

There is a moderate relationship between self-concept and overall academic scores. As the student's academic scores increase, their self-concept scores also improve.

Table 3

Relationship of Self-Concept and Academic Skill Scores for All Students Who Participated in the Study.

Area	N=51 Mean Scores for Disadvantaged	N=39 Mean Scores for Non-Disadvantaged	T
Identification of Facts	2.8	4.4	-5.36***
Reading	4.8	6.4	-4.99***
Writing	4.7	5.9	-3.60***
Computation	3.6	4.9	-3.39***
Problem Solving	4.8	6.1	-3.31***
Overall Academic Skills	20.9	27.7	-5.55***
Physical Self-Concept	64.2	63.4	.18
Moral and Ethical Self	59.9	60.1	-.30
Personal Self-Concept	61.9	61.2	.16
Family Self-Concept	64.3	65.67	-.65
Social Self-Concept	64.4	64.1	.23

***Significant at the .001 level

The above table illustrates the relationship of academic scores and self-concept scores for the disadvantaged and non-disadvantaged subjects. There were no significant differences in self-concept scores. Disadvantaged and non-disadvantaged subjects had similiar self-concept scores. It is important to note that each of the significant differences in the academic scores were the result of combining the educationally disadvantaged into the overall disadvantaged subject classification.

Table 4

Relationship of Self-Concept and Academic Skill Scores for All Students Who Participated in the Study.

Area	N=51 Mean Scores for Disadvantaged	N=39 Mean Scores for Non-Disadvantaged	T
Identification of Facts	2.8	4.4	-5.36***
Reading	4.8	6.4	-4.99***
Writing	4.7	5.9	-3.60***
Computation	3.6	4.9	-3.39***
Problem Solving	4.8	6.1	-3.31***
Overall Academic Skills	20.9	27.7	-5.55***
Physical Self-Concept	64.2	63.4	.18
Moral and Ethical Self	59.9	60.1	-.30
Personal Self-Concept	61.9	61.2	.16
Family Self-Concept	64.3	65.67	-.65
Social Self-Concept	64.4	64.1	.23

***Significant at the .001 level

There were significant differences in academic and self-concept scores for the economically disadvantaged and non-disadvantaged subjects. Economically disadvantaged subjects scored significantly lower in the identification of facts, reading and writing. They also tended to score lower in computation and problem-solving. However, the economically disadvantaged tended to have higher self-concept scores.

Table 5

Mean Academic and Self-Concept Scores for Economically Disadvantaged and Non-Disadvantaged Students.

Area	N=33 Mean Score for Econ. Disadv.	N=65 Mean Score for Non-Disadvantaged	T
Identification of Facts	2.97	4.0	-2.97**
Reading	4.94	5.94	-2.67**
Writing	4.8	5.55	-2.01**
Computation	3.9	4.44	-1.11
Problem Solving	5.09	5.8	-1.88
Physical Self-Concept	68.67	59.8	1.96
Moral & Ethical Self	63.5	56.1	1.76
Personal Self	66.9	57.7	2.13*
Family Self	63.9	65.9	-1.10
Social Self	64.3	64.8	-.34

*Significant at the .05 level
**Significant at the .01 level

Academically disadvantaged students tended to have lower self-concept scores than non-disadvantaged. They scored significantly lower with regard to social self.

Table 6

Mean Academic and Self-Concept Scores for ESL and Regular Students.

Area	N=17 Mean Score for ESL Students	N=78 Mean Score for Regular Students	T
Identification of			
Facts	2.47	3.93	-2.93**
Reading	5.06	5.71	-1.29
Writing	5.17	5.35	-.51
Computation	3.8	4.4	-.91
Problem Solving	5.4	5.5	-.31
Physical Self	65.7	62.19	.70
Moral & Ethical Self	60.3	58.3	.42
Personal Self	63.5	60.3	.65
Family Self	63.4	65.6	-1.15
Social Self	64.0	64.7	-.30

**Significant at the .01 level (P=.008)

ESL students tended to score lower than the non-disadvantaged in all academic areas. However, there was relatively little difference in self-concept scores.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

School Personnel In-Service:

Individuals who organize in-service activities for educators who teach inner city disadvantaged youth should consider the following recommendations:

1. Design in-service activities for educational personnel who are in a position to use the information. For example, many inner city disadvantaged youth drop out of school before co-op coordinators can assist them. Therefore, the in-service would have been more appropriate for elementary and middle school personnel.

2. Representatives from industry should have an active involvement in in-service activities.

Considerations in Programming for the Disadvantaged:

1. High school co-op programs do not assist the truly inner city disadvantaged adolescents. These programs tend to place only twelfth grade students who have a satisfactory academic standing. Consequently, high school dropouts or those disadvantaged students who have academic problems are denied co-op.

2. Elementary and intermediate level school programs must play a more active role in preparing students for the world of work. Because of extremely high drop-out rates (20-33%), few students are offered vocational programming that is designed to prepare them for the world of work.

3. Many inner city disadvantaged youth lack previous job experience. Unfortunately, due to child labor laws, there are few job opportunities for inner city youth under the age of 16. Employers such as fast food restaurants, who need help, may hire only students aged 16 and above. These employers would benefit present inner city disadvantaged youth if labor laws were amended.

4. Schools tend to have poor communication with businesses in the community. It is critical for schools to provide local employers essential information that is needed to successfully integrate the disadvantaged learners into the workplace. Likewise, it is also imperative that schools gain a greater understanding of the needs of employers. All of this can be accomplished with approved communication.

5. There is a lack of good role models for inner city disadvantaged youth to identify with.

6. Schools must use care in programming for disadvantaged youth.

CHAPTER V

DISSEMINATION

- Presentations at the PAVESNP 1985 Mid-Winter Conference which was held in Harrisburg.

- Project personnel also presented information at the 1985 Pennsylvania Vocational Education Conference held in Lancaster, PA.

CHAPTER VI

THIRD PARTY EVALUATION

Introduction

The purpose of the third party evaluation was to provide a summative evaluation of the project. The third-party evaluation of the project was conducted by Dr. Jerry L. Wircenski, Professor, Trade and Industrial Education at North Texas State University. The evaluation activities occurred on the campus of The Pennsylvania State University on May 12 and 13, 1986.

The evaluation process consisted of a review of the project proposal, project developed materials, and advisory committee meeting records. Interviews with the project staff, Dr. Frederick G. Welch and Mr. Michael Erwin, were conducted to obtain a project overview and to clarify general impressions of the progress of the activity.

Positive Practices

The project has resulted in the discovery of a number of positive outcomes. They are:

1. The re-evaluation of cooperative education curriculum to include role-modeling and more relevant "world of work" experiences.
2. The reassessment of "selection" or admission practices of cooperative education programs which have excluded inner city youth.

3. The fact that existing child labor laws are closing the doors of opportunity for many disadvantaged youth.
4. The communications process with business and industry is not satisfactory to assure sound vocational programming opportunities for disadvantaged students.

Concerns

1. Of immediate concern is the fact that many high school cooperative education programs do not enroll inner city disadvantaged youth. This is primarily due to the fact that these types of students are not easy to place in on-the-job training opportunities.

2. Consideration should be given to the establishment of low-pay/non-pay types of "in-school" placements for disadvantaged students under sixteen years of age.

3. Consideration should be given to the establishment of pre-cooperative education programs at the middle school grades or for those students under the legal working age of sixteen to better prepare them for on-the-job placement with business and industry.

4. Consideration should be given to better prepare cooperative education coordinators for the acceptance of disadvantaged students into their vocational programs.

5. Efforts should be made to improve the communications linkages with local business and industry.

APPENDIX A

Samples of Committee Agendas and Minutes

CO-OP DISADVANTAGED PROJECT ADVISORY COMMITTEE MEETING

September 25, 1985

Notes from the meeting:

I. Introductions:

Introductions of members with each member giving brief description of self.

II. Description and explanation of the Co-op Disadvantaged Project:

Dr. Welch - project overview
- a. experiences needed
- b. "Does this end... have needs etc. that need to be met to help the disadvantaged to succeed?
- c. "Are they succeeding? If so--how?
- d. isolate specific problems in the "world of work"

III. Identifying the disadvantaged individual:

Paul Yu - paper distributed and discussed; description of the "disadvantaged students". Who they are and how to identify them.

IV. Identifying disadvantaged in the workplace -- How can we generate information that will allow us to isolate these problems?

George Risher
- a. distributed survey for members to complete.
- b. asked committee for suggestions for generating information in providing problems that the disadvantaged student will encounter in the workplace

SUGGESTIONS FROM THE COMMITTEE:
1. summer work programs recently held in area schools
2. guidance counselors from area vo-tech schools
3. students identified for low-income families: example--free lunch program
4. special needs program

V. The role of the resource team and advisory committee --

What happens after we have isolated the needs of the disadvantaged students who are entering the world of work?

Mike Erwin - strategy, research
problems in the workplace

Steve Fox: (teacher of welding for 14 years) informal report on records kept on 108 students; 78 jobs lost and the reasons listed for the lost job; the graduate and employer surveyed for information as to the causes.
- reasons given for termination of job:
1. 28 missing work
2. 9 not producing production quota
3. 9 drugs and alcohol
4. 9 tardies
5. 7 attitude
6. 6 did not follow instructions
7. 6 jail
8. 4 fighting
9. 1 not calling in when sick

Discussion points from informal report:
a. Some employers are requiring a urine test (PP&L) for drugs and alcohol
b. Lowe's - survey test is given to applicant that will screen any lying, stealing, etc.

General Discussion:
a. Support system is needed on the job; example: "Big Brother or Big Sister"; a teaming-up with another experienced worker.
b. Community agency support- example: Occupational Vocational Rehabilitation
c. Training for responsibilities of the "real world" while they are in school.
1. teaching that there is a penalty for not doing job
2. relate it more to their world (more background information is needed to know "where they are coming from")
d. "Responsibility is the key to keeping the job." Students need to be able to follow step by step instructions; need to work with a positive attitude; need to relate to their personal goals; need to get them "geared up" or "fired up".
e. Begin treating minor items as important for training for the job.
1. "Know your kid" and how to discipline him/her
f. Some students seem to have an "I don't care attitude".
g. How do we deal with parental influence (of a negative nature)? How does the student learn to break away from the negative parent model?
h. Teachers need to discuss students' expectations from job- from life. "There is a need to explain where the money is coming from".

i. Values--relating to the students ideas of what is "cool"; changes in values.
j. How can we break the "chain"? What can we (teachers) do to break this?
k. Student expectations
l. "Role Model" - a person who can be used for identification -- a sense of not being alone--having a "mentor" Who can they pick that would set a good example?
m. What is being done with "career goals" that are written for school? Some are merely filed; one teacher said that they were written down at the beginning of school, filed and returned at end of 9 weeks. Discussion on changes that have occurred.
n. Need to identify career role models.
o. Students' goals are tied into "monetary" rather than career or long range.
p. "Values are entrenched! We do not understand."
q. Helping them to feel good about the person that they are.
r. Students need to feel good about the person they are.
s. Need to change--need to teach "how to have a positive attitude."
t. Are students aware of their negative attitudes?
u. Need to discover their (the student's) interests. Work on that interest.
v. "In the educational system, is there time to address this issue?"
    1. Maybe we are looking at the wrong skill development.
    2. Ask the employer--what is important to you? Skill development or interrelationships with people?
    3. "We do not educate the whole person."
w. Survey employers for the answer to "Why are they (the students) loosing their jobs?"
x. Observation from one member:
    1. Let's keep in mind other kinds of influences on parents, etc.
    2. Community organizations deal with people on another basis.
    3. What do you feel are the motivating factors?
    4. There needs to be some "networking" between the community organizations and school; forming a collaboration.
    5. Incentative programs from church.
y. Remember the important role of the family.
z. Next meeting - November 20th- same time- sample place.

CO-OP DISADVANTAGED PROJECT ADVISORY COMMITTEE MEETING

November 20, 1985

I. Report of results from interviews with employers:

Jackie Hanson:

A. Communications with confidence in English.
B. Not expressing problems with job.
C. Reading, writing, math-giving change for money received.
D. Attitude for job--need good attitude and be teachable. "I'll teach them the skills" quote from employer.

George Risher:

A. Students did not know responsibility of job.
B. Attitude--motivation for work.
C. Sense of loyalty and appreciation of the job.
D. Comment from employer (A. B. Dick) students are trained to do well in interview.

Dr. Welch:

Comment: ... the interview skills are good, ... now the need is for job skills to back up skills stated in the interview.

II. Discussion on the results from employer interviews:

A. General interaction from the committee:

1. Schools are reflecting what industry is saying--"give them the basics, we will train them."
   Industry needs to help school train for what is out there!
   "State of the art" equipment--equipment meets a need of the public-society.
   Supply us with information to teach that function; example-making change. Give us that feedback in order to teach students.
2. Dependable! Transportation to be dependable; develop attitudes.
3. Purpose of research project--to find the problems with activities for the problems. Give us a specific item to teach. We'll try for success. (Dr. Welch)
4. Still need interview skills, 80-90% are not prepared, by time this is realized, the job is gone.
   I don't care attitude.
5. Outsiders (employers) coming into schools telling students of needed skills is more effective.
6. Need to turn around problem--feedback--need to know what the company is requiring--a list of job skills.
7. Problems:
   a. finding "good people"
   b. teaching the "work ethic" example--parents calling in that people are ill, when not.

c. values
d. School-business need better communications.
e. Community--school--industry need communications.
f. Suggestion of employment contract--with background information.
(McDonald's manager)

8. Dr. Welch:
a. Need for positive learning skill (beginning skills) work, breaking the poverty cycle.
b. Research shows people who work in high school tend to work, breaking the poverty cycle.
c. Interview skill area developed.
d. How to teach good attitude?
e. Many employers are looking for "beginning level" people.

9. How can we teach "to be more responsible"? The responsibility skills are not getting into the home!

10. Suggestions--Parent--Teacher Night. Employers coming into schools and discussing skills, etc.

11. Responsibility - the pattern of "not accepting"; excuses may be set by schools.
"Problems--not excuses"

12. Accountability to standards; students- everyone- becomes demoralized.

13. Inability to face reality.

14. Need to develop a list of alternative ways to get to work. In the world of work, tardies result in loss of job.

15. Co-op teachers feel that employers do not have time to talk to teachers.

16. McDonalds is willing to get involved; can hire 14-15 year olds.
Crew leaders need people handling skills.

17. Co-op sometimes becomes a "non-learning situation."

18. McDonalds has "elementary package program"; ready and willing to come into schools and talk; program available but not asked for.
Not asked to participate in career night at schools.

19. Education is reluctant to talk to employers; education does not take first step to adopt industry.

20. Incentive program in reading- "for a hamburger"

21. Skills learned at the fast food restaurant; transfer skills- things learned at work.

22. Suggestion- to employer and education- poster/sheet listing skills learned from on-the-job.

23. Employers are interested in getting people; need to reinforce skills, interview and application are first step. If you can find a job, how do you keep the job? Skills for keeping the job are needed.

24. How can we expose students to employer expectations?

25. Industry needs to attract people with wages, moving up, and image.

26. Career clusters--eight identified for disadvantaged students.

27. What other strategy-gimmicks can we use?
self-concept? employer of the week?
recognition--plus money in the pocket

28. Suggestions:
career day-awareness of requirements; occupational

awareness; follow up second day as a field trip
workshops--with career days; self concept; interviews
personnel manager comes into school; conducts interviews
returning students in occupations
incentive for placing student
employers observe the shop and give educators ideas
English teachers aware of needed skills for world of work.
Inservice days for teacher with the employer
Mentor system

CO-OP DISADVANTAGED PROJECT ADVISORY COMMITTEE MEETING

January 28, 1986

Notes from meeting:

Mr. Mike Erwin reviewed information from the Lancaster area. General information was given for background in relation to the needs for the students.

General information included the following:

a. Approximately 250 students have been identified as "drop outs or potential drop outs".
b. Students are between the ages of 14 to 20.
c. Students identified by poor attendance, disruptive in normal class situations, and working for GED certificate.
d. There are two community agencies involved along with Private Industry Council.
e. There will be five centers in Lancaster that will be teaching this group.
f. Students will begin with public jobs and progress into private industry jobs.
g. Federal funds are being used.
h. Approximately 100 employers are involved in the Private Industry Council.
i. Lancaster has a large Hispanic population.

Purpose of today's meeting:

To generate as many as possible suggestions, ideas, and thoughts as to how to teach the Lancaster area students.

SUGGESTIONS:

1. Role models
2. Development of a career plan:
   a two step procedure:
   a. decision making as to careers
   b. career preparation
   a pre and post-test
3. Ultimate goal - not to lose sight of the goal; show the "rewards" of the job.
4. Field trips:
   to demonstrate some career awareness-types of industry and businesses, some business in the area
   to demonstrate some negative results- prisons, drug hospital or center
5. a point system
6. behavior modification lessons using a possible reward system; demonstrate the positive and negative
7. build in a system of a "retraining" program
8. develop a level of skills; positive reinforcement of successfully meeting requirements; a moving up on a ladder of jobs.

9. career clusters:
   using small groups of students involve business/industry to demonstrate the skills, procedures, general every day life at the job
10. Adult education:
   career night for parents- making the parents aware of the jobs, skills, rewards, etc.
   demonstrate what is available for the student
11. adopt an industry -
   "shadow" an employee- allowing the student to see what happens in in the world of work during the day
12. "2 + 2 program" - advance placement for the student who meets competencies (higher education from the vo-tech schools)
13. work on the employer's "expectations"
   use the employer as:
      an evaluator
      a counselor
      a teacher
      in a more active role during the training of the student
   demonstrate that the employer is receiving a worker who has proven his desire to work; a worker who has background training for work
14. Small business structure-
   demonstrate the procedures in small business, what jobs might be available
   investigate the local community for small businesses
15. an "individualized" approach to teaching the student: a learning system with built-in "loops" for the reinforcement of learnings. (Example--a student who regresses to poor job behavior would repeat a loop of learning and then be moved on again)
16. The need to involve social workers from as many local organizations as possible (Boy Scouts, churches, public agencies, etc.)
17. Stress the use of the programs developed by the employer for existing workers.

APPENDIX B

Lesson Plan Activity Reports

LESSON PLAN ACTIVITY REPORT:

Cooperation in the Workplace (Part I)

by Chien Yu

Based on the survey and interview with employers that we had done last semester, we found that there are lots of skills, knowledge, and attitudes which are expected by employers of their employees. As cooperation (which means willing to work well with others for the benefit of all) is one of the most important characteristics, so, we choose it as our pilot instruction topic for the students of the following schools: John Harris High School, Dauphin County Vocational-Technical School, and Harrisburg-Steelton-Highspire Vocational-Technical School. Through the instruction we hope the student's perception and attitudes toward "cooperation" will be changed to be more desirable.

Rationale of Lesson

The concept or idea which one holds is the basis of his action or behaviors. And, the concept or idea one holds mainly comes from knowledge. If we want students to perform some desirable behaviors, no doubt, it's better to provide chances for them to master the knowledge. Based on the above analysis, we believe the instruction we provide will enhance the knowledge about the attribute of "cooperation", and that knowledge will influence their future behavior when they are employed.

Instruction Methodology

Lecture is the main method to implement this course. Besides that, we can also use the oral question technique to initiate the attention and participation and collect facts the students hold. By using pre-test and post-test methods, we can evaluate the instruction effect. As the time limitation, within 40-45 minutes per session, the allocation of time is as follows: 3 minutes for introducing the process to the class, 5-7 minutes for the pre-test, 20-30 minutes for instruction, and another 5-7 minutes for post-test.

Result Analysis

The test is developed by the author. As there is no appropriate standardized test that could be used in comparison, it is difficult to establish the validity. But, through the pre- and post-test procedure, we can establish the reliability. The number of subjects involved in this lesson is 74. After singling 7 useless answer sheets, there are 67 available questionnaires that can be used for analysis in this activity. So, the available ratio of answers is 90.54%. The correlation coefficient between pre- and post-test scores is 0.8507 (P).001) (see Table 1). That means pre- and post-tests are highly correlated at 0.001 significant level. After T-test for the means of pre- and post-tests, we find that there is a significant difference between mean scores at 0.01 level (see Table 2). Based on the above analysis, we can conclude that the instruction does have some effects on the students' attitude toward "cooperation".

LESSON PLAN ACTIVITY REPORT:

Cooperation in the Workplace (Part 2)

by Chien Yu

Course Topic: Cooperation

Objectives: Increase students' understanding of cooperation

Course Content:

I. Introduction

There are many attitudes, knowledge, and skills that are expected of the students by the employers. If you want to be a successful employee, it is better to master the skills and have the desirable attitudes and knowledge with you. One of the attributes among them is "cooperation". What it means is that, one is willing to work well with coworkers for the benefit of all. Why it is so important is deserved to know. From the ancient times until now, if we think about why human beings can control the entire globe and have so prosperous a development. Why, without the muscle strength like an elephant, without the sharp claws of a lion or tiger, without the running ability of a horse, without the climbing capability of a monkey, we humans can survive. Except wisdom, no doubt, we are more cooperative than other animals. So, we can understand the importance of cooperation--the one desirable attribute our ancesters already had.

II. Examples of Cooperation

Usually we can learn many things from family, school and society. But, we can also learn something from the natural world. Even from insects we can

cooperation, it can bring back much food that is as heavy as thousands times its weight. From cooperation, they can defeat larger insects like rooster, worms, etc. Their development and existence is largely depended upon cooperation. Another example is a bee. With cooperation it can manufacture sweet honey, cultivate the next generation, build big nests, and even fight with an outside enemy. From the above, we can see the useless insects in nature show the power of cooperation.

If we look back to human beings, from Egyptian pyramids, we can observe that without cooperation they could not move the 2-ton square stones to build the huge structure. The astronauts had mentioned that from outerspace looking back to earth, the only man-made structure that can be seen is the Great Chinese Wall. Two thousand years ago, with very primitive tools, they were able to build the wall, how? The answer is with cooperation. When we think about how Americans could send men to the moon, we will also find that with the cooperation of different institutions, men and women, etc., were able to make the journey. As we look at the many activities around us, for example: ball games in our schools and universities, and even in pros, the "cooperation" is the dominant force to any team which has established any outstanding record. From our lives, we can identify many examples of human achievements that are related to "cooperation".

III. Summary

From the above descriptions we can see from insects to human beings, from ancient times to the modern world, from foreign nations to our nation, we need cooperation very much. Under thoroughly examining the above examples, no one can find that the work or job shared by the members can be divided evenly. Some members will take more works or jobs than others. That means for the sake of the job to be done, some have to sacrifice their benefit.

Cooperation involves some sacrifice and achievement. Without it, we will not have a highly developed past, without it we will not have a prosperous future either. So, hold it, we will have a bright tomorrow.

Pre-Test and Post-Test for Lesson Activity

I.D. _____

The following items are to understand your attitudes toward cooperation. Only about 5 minutes are needed to answer them. There is no right answer for any statement. The best answer is what you feel is true of yourself. Please read carefully and respond to each question according to the following scheme: 1-strongly disagree; 2-disagree; 3-undecided; 4-agree; 5-strongly agree.

Thank you for your cooperation.

1.	When the work can not be divided evenly, I will take more work than my coworkers if I am asked to.	1 2 3 4 5
2.	I get along well with my coworkers.	1 2 3 4 5
3.	I share my work experiences with my coworkers.	1 2 3 4 5
4.	It is alright to step on others' toes a little, if it will help me get what I want.	1 2 3 4 5
5.	I am concerned of my coworkers' needs.	1 2 3 4 5
6.	I am concerned of my coworkers' feelings.	1 2 3 4 5
7.	I am concerned about my coworkers' problems.	1 2 3 4 5
8.	I will work well with my coworkers for the good of all.	1 2 3 4 5
9.	I will take the job the employer assigned.	1 2 3 4 5
10.	Compromising makes no sense. When I have different values from others, I insist mine are best.	1 2 3 4 5

LESSON PLAN ACTIVITY REPORT:

Goalsetting Everyone Has His Way And Chances To Be Successful

by Chien Yu

Goals: (1) Let students know the importance of setting a goal.

(2) Encourage students to think about basic elements related to work.

The Importance of Setting A Goal in Your Life

Once upon a time there was a small sunfish named Luta which is living in Stone Valley in Central Pennsylvania. Every day Luta swimmed happily in the lake. One day, he accidentally heard two other fishes talking about the wonderfulness of the sea. It gave him an idea that he, too, wanted to visit the sea. But, he did not know how to get there, so he decided to swim out of the lake. Before he left the lake, he met a salmon. He asked the salmon, "can you tell me the way to the sea?" The salmon said, "OK, you just keep going east." Luta kept the words in mind and started swimming east. After a week he had not yet reached the sea. At that time he met a bass. Again he asked the bass if he knew the way to the sea. The bas replied, "you have to go west." So, Luta swam towards the west. After nearly one month of a tiring trip he had still not reached the sea. But on the road, he met with a shark. Luta again asked, "How can I reach the sea?" The shark said, "Through this way," and he pointed to his wide opened mouth. So, Luta jumped into the shark's mouth and also finished his life.

From this story we can see that if you do not set a goal in your life, if you just follow another person's works and do not have an idea in your mind, it will

be dangerous. Just like Luta's quest to find the sea.

There Are Many Ways To Be Successful

Have you every thought of how and by what means you can reach New York? (At the time being, let students respond to the questions.) Yes, as you can imagine there are many different ways: taking the air force warplane, through parachuting (it may be too dangerous), taking the airplane in Philadelphia (it may be too expensive), hiking (great, it may be a crazy idea), riding a bicycle, driving your own car, taking the train, riding on a horse... etc. Your responses show that you have thought about diversified means with your personal consideration and resource limitations.

From the above example, we can understand that there are many options and ways to reach New York. It is also true that there are many ways we can choose to achieve our personal goals in our lives.

Knowing Yourself And The World Of Work

Is there something we should consider if we want to be successful in the future? Yes, there certainly is. Let me ask you a question. "Who is the first male black tennis player winning the championship in the United States of America?" Yes, it is Mr. Arthur Ashe. The reason why Mr. Ashe can be so successful on a tennis court is that he, himself, knows the world of tennis very well. From a newspaper report, he mentioned the long story of how he found his way in tennis. He is about 5'9" to 5'11" tall. His reaction time is very quick and he can run fairly fast. He knows that he likes sports very much and has some talents in them. But why not choose basketball, once he had asked himself. Looking through this profession, most players are much taller than he. Yes, ther were some successful shorter players, but compared to the tall guys,

the chances for him seemed quite low. So, he decided to drop this idea. Why not football? Yes, there are short players in this sport. After carefully thinking about his weight, interest (he likes competition but does not like furious body contact) he gave up that idea also. And then, tennis came to his mind. After thoroughly evaluating himself and his characteristics, he decided to try his way in this sport. From Mr. Ashe's personal experience, we can conclude that knowing yourself and the world of work are prerequisites to becoming a success in your future life.

Summary

President Jimmy Carter had written a book entitled "Why Not Try Your Best" before he was elected as the President of the United States. In that book he mentioned his personal experience with an admiral in the Navy. One day he reported his own records in the Navy Academy to the General. His grade is about 20th in 140 people. The commander asked him, "Have you tried your best?" The young officer (President Carter) said, "No, sir." The commander said, "Why not?" From then on President Carter kept the words in his mind and those words have helped him achieve his goals in life. I would like to ask you the same question, "Have you tried your best?" If you have not, why not try it in your future.

Observation

About 70% pay attention in the class. Few of them are difficult to concentrate on the studying. As there is no test to measure the results, so it is hard to say whether there is some effect or not.

LESSON PLAN ACTIVITY REPORT:

Developing Student Iniative Disadvantaged Project Lesson Plan on Iniative

by Helena J. Hanson

One major goal of our research is to identify work-related problems common to the disadvantaged population as stated in our proposal. In order to accomplish this, we developed a questionnaire for informal interviews. Twenty-five employers in the Harrisburg and Lancaster areas were surveyed and identified problem areas of disadvantaged co-op students. They are as follows:

1. Communication skills (11)
2. Job Responsibility (8)
3. Self-concept or self-confidence (6)
4. Inability to deal with personal problems (6)
5. Interview skills (6)
6. Need to be punctual (5)
7. Motivation to work (5)
8. Work ethics (3)
9. Money management (3)
10. Proper dress (2)
11. Job skills (2)
12. Absenteeism (2)
13. Understanding employer expectations (2)
14. Attention span (2)
15. Accepting criticism (2)
16. Unrealistic concept of unions (2)
17. Transportation (1)

18. Dealing with authority figures (1)
19. Retention of learned on-the-job skills (1)

As a result of this survey, a lesson plan on "initiative" was developed and presented to 59 co-op students. Topic included:

1. Communication
2. Being responsible on-the-job
3. Dependability
4. Punctuality
5. Confidence
6. Respect
7. Motivation to work
8. Proper dress
9. How to make decisions - problemsolving
10. Winning behavior
11. Dealing appropriately with authority figures.

Objective of lesson plan:

To reinforce, introduce, or update knowledge of initiative in the workplace, at home, and at school.

The methods chosen to do this were:

1. Discussion
2. Small group interactions
3. Pre- and post-testing

These methods were chosen because initiative is a broad topic and to be effective, given the time constraints, a variety of methods were most helpful.

The pre-test was given first. It was followed by a didactic discussion on the definition of initiative , the need for initiative and application consequences:

"How does this apply to school, work, and at home?" The blackboard was used to record the responses. The class was then divided into four groups to discuss a question or situation to make the concept of initiative more pratical. After the group discussion, one person from each group reported their responses. My role at this point was that of a communication catalyst. We used the following activities listed in the Plato Computer-Based Education Program on Forming Positive Behaviors.

1. It's your first day on the job. When you wake up in the morning, it's very cold and snowing. What will you do? Some responses were:

   Do not hit snooze (on alarm).
   We will get out of bed and take a bath.
   Wear the right uniform or clothing.
   Eat breakfast.
   Leave an hour earlier to make it through the cold snow.
   Go outside; see if the car will start.
   If it does, go to work. If not, call the bus station for the time of the next bus.
   Call in to work and say you will be a little late.
   Make sure you have everything--tools, papers - to start the job.

2. When you meet a new person, what will you say and do?

   <u>At work</u>

   Introduce yourself.
   Shake hands.
   Be friendly and helpful.

   <u>At home</u>

   Introduce yourself.
   Shake hands.
   Tell them to make themselves comfortable.

   <u>At school</u>

   Introduce yourself.
   Ask them where they are from.
   Be friendly.
   Be polite.

3. Howie had just started a new job. On his first day, he found out that the machines he had to run were different from the ones at

his old job. He thought, "What am I going to do? If I ask the boss for help, then he'll think I'm dumb. But, if I don't ask him, then I won't know how to do my work. What choice should I make?" This question generated discussion on:

When to ask for help.
Whom to ask for help.
Knowing where procedure manuals are.
Carrying a note pad and pencil to write down important aspects of the new job to be reviewed later.

As each group reported their responses from the questions, the entire class was invited to make comments to enhance this lesson. The lessons lasted forty minutes and introduced the concept of initiative.

Results of Pre- and Post-Testing

I worked with four classes, a total of 59 students. The mean pre-test and post-test scores for the 59 students were 2.15 and 5.54, showing a 111% increase.

Evaluation

This lesson on initiative was very much needed. Most of the students did not know what the word initiative meant, yet it is an area listed on their work evaluation forms. The variety of teaching methods enabled me to teach a more holistic concept of initiative. The discussion and group situations stimulated the students to: (a) participate in their own learning; (b) learn from one another; and (c) learn from the teacher.

In the future, I would reword some of the questions for the pre- and post-tests. I would also consider having a seminar for teachers to present lesson plans and the findings of our research. Therefore, they would be able to continue the concept of initiative.

LESSON PLAN ACTIVITY REPORT:

Cooperation in the Workplace (Part 2)

by Chien Yu

Course Topic: Cooperation

Objectives: Increase students' understanding of cooperation

Course Content:

I. Introduction

There are many attitudes, knowledge, and skills that are expected of the students by the employers. If you want to be a successful employee, it is better to master the skills and have the desirable attitudes and knowledge with you. One of the attributes among them is "cooperation". What it means is that, one is willing to work well with coworkers for the benefit of all. Why it is so important is deserved to know. From the ancient times until now, if we think about why human beings can control the entire globe and have so prosperous a development. Why, without the muscle strength like an elephant, without the sharp claws of a lion or tiger, without the running ability of a horse, without the climbing capability of a monkey, we humans can survive. Except wisdom, no doubt, we are more cooperative than other animals. So, we can understand the importance of cooperation--the one desirable attribute our ancesters already had.

II. Examples of Cooperation

Usually we can learn many things from family, school and society. But, we can also learn something from the natural world. Even from insects we can

learn things. The following are two examples. The ant is one of the insects we can learn the ideas of "cooperation". Though its body is small, with cooperation, it can bring back much food that is as heavy as thousands times its weight. From cooperation, they can defeat larger insects like rooster, worms, etc. Their development and existence is largely depended upon cooperation. Another example is a bee. With cooperation it can manufacture sweet honey, cultivate the next generation, build big nests, and even fight with an outside enemy. From the above, we can see the useless insects in nature show the power of cooperation.

If we look back to human beings, from Egyptian pyramids, we can observe that without cooperation they could not move the 2-ton square stones to build the huge structure. The astronauts had mentioned that from outerspace looking back to earth, the only man-made structure that can be seen is the Great Chinese Wall. Two thousand years ago, with very primitive tools, they were able to build the wall, how? The answer is with cooperation. When we think about how Americans could send men to the moon, we will also find that with the cooperation of different institutions, men and women, etc., were able to make the journey. As we look at the many activities around us, for example: ball games in our schools and universities, and even in pros, the "cooperation" is the dominant force to any team which has established any outstanding record. From our lives, we can identify many examples of human achievements that are related to "cooperation".

III. Summary

From the above descriptions we can see from insects to human beings, from ancient times to the modern world, from foreign nations to our nation, we need cooperation very much. Under thoroughly examining the above

examples, no one can find that the work or job shared by the members can be divided evenly. Some members will take more works or jobs than others. That means for the sake of the job to be done, some have to sacrifice their benefit. Cooperation involves some sacrifice and achievement. Without it, we will not have a highly developed past, without it we will not have a prosperous future either. So, hold it, we will have a bright tomorrow.

LESSON PLAN ACTIVITY REPORT:

Increasing the Student Awareness of Employer Expections

by George Risher

Instructional Methodology

Ideally, employability skills should be taught and reinforced in the public school system. This is not happening. Let me explain this rather bold statement. Employers want an ideal employee. This ideal describes a perfect employee as defined by the organization and community. Goals and philosophies of each industry must be unique to that industry and indeed to the organization. It would be far better to educate students in analyzing the organization's goals and behavior more than to merely train them how to act properly. Should we, as educators, stand high on a hill in our white robes mentioning and covering the divine attitude from the engraved stone tablet. No, we would only serve to perpetuate a rather thin doctrine of situational behaviors rather than attitudes with substance. I use the phrase 'attitudes with substance' to describe those behaviors that rsult when an employee knows what the 'ideal' behavior is and also knows what 'real world behavior' is. This employee may then be well aware of the conflicts between and among other employees and supervisors. Behavior which results from 'attitudes with substance' must be an on going process. We can never teach all there is to teach about proper behavior. But we must try.

I had about 40 minutes to work with the students. Therefore, only a superficial mind would believe those forty minutes could bring about any long-term behavioral change. Indeed, the students and I discussed what employers wanted to see in their employees but we did not have the time to analyze the

terms. We didn't have the time to discuss meaning. We didn't have the time to challenge our ideas and arrive at the golden mean. This very situation is an example of the conflict between the 'ideal' and 'real world' situations. One must continuously decide what the proper behavior is. Should one 'bitch, moan, and complain? Should one be pessimistic and say it's a waste of time? Should one be optimistic and say a lot was accomplished? No one can answer these questions for each person views the world differently. However, I will say, we as educators, should strive to elicit the behavior that results when a person can arrive at the golden mean of conflicting desires.

Although the students and I discussed what employers wanted, I think there's another message that shouldn't go unnoticed. It is the meta-message our project team delivers to the students. That meta-message is that we know some students are having problems getting and keeping a job. More importantly, there is someone who is concerned that they do well and there is someone willing to help them.

I used the 18 most reported, employer-identified characteristics needed by the employee and to create an evaluation form which will be used by the employers to rate their student/employees. Then, I met with six groups of students (72 students) from Steelton-Highspire, Daupin County, and John Harris vocational programs. After I introduced myself and explained the project to the groups, I asked the students to write down all the things they could think of that employers looked for in an employee. I then collected the papers for later evaluation.

Next, I passed out copies of the attached employee evaluation form. The students looked it over and I began to explain what each characteristic was and what it meant to the employer. I explained why that particular issue was important to the well-being of the individual employee, the family, the organization, the community, and the nation. This might seem pretty far

removed from a student's interests but students need to know why and how individual workers fit into society. Then, the meaning of each employability skill has more 'substance'. The steel industry is a good example of how an entire industry can be lost to a more behavior-competitive society. This movement may cause entire communities and families to suffer. When enough communities suffer then the nation also suffers. As I finished explaining the meaning of each characteristic the student rated himself. This self-evaluation kept the student involved and directed towards the subject at hand. Common sense indicates that the more thought a student gives towards something the more likely he is to remember what is trying to be taught. Also, the student sees, hears, and feels by writing what is being said. He had to look and think about each category, what each category meant, and where he fit into the category. He had to decide.

Next I collected the evaluation forms so they could not refer to them again.

The students were asked again to write what they thought area employers wanted their employees to demonstrate. The papers were collected, evaluated, and the two tests were compared.

Although there was a significant difference in the pre-test and post-test scores, I was somewhat disappointed. The mean pre-test and post-test scores for the 72 students were 4.52 and 6.62 respectively. However, after looking at the answers they wrote on the post-test, and comparing them to the pre-test, the students have a bit more meaning or 'substance' in all their answers. This meaning is note reflected in their scores.

As I try to evaluate (cost/benefit ratio) of our efforts in the Harrisburg area many perplexing thoughts keep reoccurring. For instance, the employer who said this is the first time anyone has ever asked us what we thought.

Another employer indicated his organization was always glad to support activities which would help disadvantaged students and he was serious! Students were interested: this was the first time anyone asked them for their advice or what they wanted to know from the employer. The lesson we gave to the students tied everything together for the benefit of the student and gave meaning and substance to everyone's efforts.

APPENDIX C

Reviews of Literature

REVIEW OF LITERATURE:

The Effects of Parental Influence on Childrens Subsequent Adjustment to the World of Work

by Jackie Hanson

Parental Influence

The influence of parents in helping their children to succeed in school and the world of work is certainly one area which should not be overlooked. Most parents want the best life has to offer for their children. According to Nedlar and McAfee (cited in Goodson and Hess, 1975, p. 4), parents want to "produce intelligent, well-adjusted, academically successful children." The majority of parents share these goals regardless of their ethnic group or socioeconomic background (Nedler, McAfee, 1979).

Parents operate within the structure of the family. Therefore, this review also pertains to the family. I would like to point out some of the major themes developed by the National Advisory Committee at the 1980 White House Conference on families (Dempsey, 1981).

- The family has historically provided strength and support to family members and society.
- There needs to be an understanding, awareness, and respect for cultural, ethnic, and regional differences in families.
- Family roles are changing.
- Discrimination can have an effect on family members.
- Some families have special needs. Consider the needs of families with single parent households, extended families and bilingual households.

There are three areas of achievement motivation that determine how adolescents perform in school and society. They are: the family, the school

and peers (Castnell and Moses, 1984, 1985). Moses states that children from disadvantaged backgrounds who successfully learn to integrate these three components "are destined to excel and to do so above their counterparts from advantaged background" (p. 334).

The family plays an eminent role in the growth and development of children and is considered to be one of the major motivating factors of individuals from disadvantaged backgrounds (Moses). Children learn from parents, relatives, siblings and environment starting at birth (Harvey, 1983). Fantini and Weinstein (1968) point to research which indicates a "hidden curriculum" with the contents provided by parents. This "hidden curriculum" is taught before children enter a formal school setting and lays the foundation for later learning.

Moses states the importance of a home environment that establishes a sense of direction, rules and requirements necessary for disadvantaged children to overcome obstacles in life. There is a relationship between home environment, especially parental influence, and how children respond to school, work and society. If children are expected to excel in school, or at work, then the skills, rules and regulations necessary for them to do so, need to be taught in the home environment.

Junge, Daniels and Karmos (1984) surveyed 116 personnel managers of large companies in Illinois to obtain opinions of entry level employees with high school diplomas. The response rate from 116 managers surveyed was 44%. The most frequently cited responses regarding skills or characteristics associated with successful employment included:

Good attitude toward work

Willingness to adapt and to learn

Getting along with others

> Neat and appropriate appearance
>
> Promptness and infrequent absence from work
>
> Good communication skills, including oral, written, and listening (p. 141).

Children from disadvantaged households may have parents who are chronically unemployed and unfamiliar with skills needed to survive on the job. However, that does not mean the parents have to remain unacquainted with employability skills.

A concerted effort between parents, schools and community must be made so young people will become productive members of our society. Parents can have an influence on the performance of their offspring in the working world. Parents must become involved with the schooling of their children. McKenzie (1983) states parents must assume a large part of the solution. Gauthier, Pecheone and Shoemaker (1985) point out that parents must understand and support the basic mission of the school and are made to feel they have an important role in achieving this mission.

Adult education through the school and community for parents must be given serious consideration. Parents can be instructed in the mission of the school, school curriculum, employability skills and informed of career counseling services.

Adult education for parents might also include the following suggestions by Johnson (cited in Moses, 1985) as a guide to assist parents in motivating their children to achieve in school and life.

- Set high, but appropriate standards of achievement.
- Be ready to help, but do not offer help too soon.
- Give positive feedback - acknowledge the pleasure received by the child's efforts to succeed.
- Engage in daily communication with your children.
- Promote a strong sense of the future with your children.
- Acknowledge the obstacles within your environment; however, provide possible solutions for them.
- Assist your children to develop a sense of responsibility.

- Stimulate your children to keep striving with encouragement; provide them with history (p. 341).

Parents play a vital role in the success or failure of their children in school, the world of work and in becoming contributing members of society. The main goal of parenthood is to prepare children for adulthood. Adult education for parents through schools/community is one important vehicle to consider in assisting parents to prepare young people who will become employable and productive members of society.

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REVIEW OF LITERATURE:

The Effects of Youth Joblessness on Later Worklife

by George Risher

A review of literature was conducted pertaining to youth joblessness and unemployment and its consequences on later worklife. Both terms, unemployed and joblessness, need to be defined as each have inherent weaknesses.

Most, if not all, government and private institutional policies consider a person as unemployed when that person does not have a job and is engaged in job seeking activities. Consequently, those studies using data on unemployed persons exclude all those who are not actively seeking work. For instance, youth who do not have a job and are in school full-time, or are unable to work due to medical reasons, transportation difficulties, are jobless but not unemployed. Additionally, those persons, youth or otherwise, who have become discouraged and fail to seek work are excluded. This population, especially among youth who generally have less responsibilities than an older person, may be quite high.

If we define employed as working for pay, then a youth could have a job and still be unemployed. For instance, volunteer work such as candy stripers in a medical institution, as long as they were actively seeking paid employment, would be considered unemployed. Joblessness and unemployment must be clearly understood as some of the research addresses one or both. Accordingly, we must be cautious when analyzing current research when that research fails to adequately distinguish between the two.

While we can understand the differences between joblessness and unemployment, the term joblessness is a little more difficult to apply an operational definition to. What criteria define a job? Although a candy striper works without pay we may still say she/he has a job. That is she/he adheres to some kind of work schedule, demonstrates an effort to meet a delegated responsibility, and follows a process that provides a service or product. However, can we say a person has a job when that person keeps financial records throughout the year, completes the Federal Income Tax Forms, and files them by April 15? The point is we need to be aware of the vagaries of the terms and carefully seek out exactly what the research is about. Some of the research is directed towards unemployment; rarely, both are considered; and, sometimes the two are not adequately defined.

Most of the research on the consequences of youth unemployment has identified at least weak relationships between teenage employment and later employment success when teenage unemployment was looked at as a whole. For instance, Becher and Hills (1979, 1980) used data from the National Longitudinal Surveys of Labor Market Experience (NLS) to discover for out-of-school youth as a whole, teenage unemployment had a small relationship to wages earned as an adult. Furthermore, Clark and Summers (1982) used the Current Population Survey (CPS), a monthly sample survey of approximately 60,000 households, to find that a small portion of unemployed teenagers remain chronically unemployed. However, others who have used the NLS data have found those out of school and out of work teenagers were more likely to be unemployed in later years (Raelin, 1981; Stevenson, 1978 a, b, c). Additionally, at least one analysis of CPS data found an association between joblessness and later unemployment among youths (Bowers, 1982). All of the research points to at least a weak relationship between early joblessness and later unemployment. However, this relationship can be quite strong when specific characteristics

of out-of-school youth are looked at in relation to later employment. For example, Becher and Hills (1979) found an overall weak relationship between youth joblessness and unemployment and wages in later employment. However, they found unemployment among white youths was positively related to subsequent wages. Becher and Hills (1980) attributed this to the "apparent benefits of job search and job switching" (p. 371). On the other hand, lower adult wages were associated with black youth unemployment. Becher and Hills (1980) stated that these observations of blacks could not be attributed to either "the quality of the job switching or search process as teens or (to) employer hiring practices in the adult labor market which penalize black teen employment more than white teen employment" (p. 371). The point is, when we study the effects of youth employment or joblessness or later work life we must consider segmenting the population for more accurate conclusions. The effects of youth unemployment and joblessness on later worklife for the disadvantaged student should be studied for that group only. Many unproven causes of high black youth joblessness have been offered but few, if any, have been formally investigated. Indeed, some relationships have been established such as the higher unemployment rates for blacks than whites but casual relationships have yet to be investigated. Disadvantaged youths are perhaps in the same situation. Yes, they have a higher incidence of dropping out of school and work, but the causes have not yet been investigated.

If we can accept the evidence that having a job while in the earlier years of one's life tends to reduce unemployment later, especially among blacks, then we should strive to develop within the student those specific characteristics which are crucial for job acquisition and retention. Employability skills such as attitude, maturity, dependability, are at best difficult to define in measurable

behavioral terms. Moreover, they are most difficult to incorporate into a curriculum. The problem does not occur in the identification but the application. What may be a desirable characteristic in one organization may be undesirable in another. For example, leadership skills might be desirable for employment at a summer youth camp but undesirable at a small company that fears unionization. The solution, of course, is to match the individual's work values and habits with that of the organization. This, in turn, should enhance youth job acquisition and retainment.

Many approaches have been utilized to provide our youth with the necessary job skills for acquisition and attainment. Participation in cooperation education work experience makes a positive significant difference in work values and antisocial behavior, self-confidence, and work habits (Baker, R., 1985; Wu, Tian-Ynan, 1985/1986). Additionally, cooperative education allows our youth to spend their time acquiring the necessary job skills rather than "... spend their time looking for jobs. Their idleness represents a waste of resources to the nation" (United States Department of Labor, 1980, p. 73).

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REVIEW OF LITERATURE:

The Relationship of Academic Skills and Success in the World of Work

by Chien Yu

The relationship between successful working life and basic academic skills has been verified by many researchers. Hoyt (1972) mentioned that besides good mental and phsycial health, human relationships, a commitment to honest work, basic skills of communication and computation and basic familiarity with the concepts of science and technology are related to successful working life. As such, the National Commission on Excellence in Education has recommended all students to take more years of learning in English, mathematics, science and social studies. The goal is to improve the workers' productivity lest that the United States of America can keep competition with foreign nations. From Lankard and others study (1985), the students who take a significant number of academic and vocational courses are associated with success in the labor market. The research results show that non-college bound students who take 16 or more academic and vocational courses get greater success than those who only take fewer than 10 such courses. These academic courses are emphasized at senior high school level. The past experiences tell us that the high school diploma is widely recognized as fundamental elements to the successful transition from education to workplace. Wircenski (1985) pointed out that many existent and new jobs will increase their technical nature, so a high school diploma is more important than ever before. That means the academic learning will increase its importance in the future.

The academic skills or achievements are influenced by many factors. In the past, educators have obtained great improvement in academic achievement by reducing class size. But in a recent study (Halloran, 1984) there is very little or no significant difference in students' academic performance by comparing small and large classes. In a national longitudinal study, McGeever (1983) found that there is a decline of standardized test scores in the United States of America from 1965 to 1982. Those tests include aptitudes, achievements, and tests of personal and social characteristics. He attributed those reasons for decline of scores as changes in the test-takers, decreases in the quality of schooling which students experience, curriculum changes, declines in student motivation and deterioration of the family system and social environment. In Teeter's study (1983), he found that some variables commonly considered to be important in the educational process counted for very little of the variation in student achievement scores in Arkansas schools. The class size, school district size, average expenditures per pupil, amount spent on transportation, local effort taken either individually or as a group, and average teacher's salary, accounted for only 12% of the total variation in student achievement scores. But Corcoran and Hansen (1983) mentioned that improving school and classroom characteristics, educational expenditures, the quality and quantity of professional staff, and social environment can enhance the students learning performances.

Research described above show that the students academic skills or performance are complicatedly related to many factors. Usually the disadvantaged students get lower scores in school learning, teacher's ratings, and also in public examination records. Compared to the two-parent children, the children of single parents have exhibited lower self esteem, lower achievement, motivation and lower tolerance for delay gratification, poor conscience development, peer relations, more anxious and overly dependent

upon their parent (Marino & McCowan, 1976). Kelly and Wallerstein (1980) concluded that the effective functioning of single parents is a primary influence on their children's emotional health and developmental progress. And, a child's emotional state has a profound influence on school performance. So, we can see that disadvantaged students usually have lower achievement in the school. Without the successful experiences in learning, it will cause great difficulty in their transition from education to the workplace.

Creativity

From the micro view, to compare the problems one faced in childhood to those in adolescence or adulthood, we can see there are great differences. From the macro view of humankind, we can see the same situations. The atomic waste, environment pollution, genetic engineering, etc., are exemplary terms which were never heard 50 years ago. This implies that there will be some problems we have not heard of or even imagined now that will happen in the future. These problems can not be solved by the old ways. So, without the creativity or critical thinking, we can not solve them in the future. Based on this need, we should develop creative ability for all students.

Torrance (1962) found that the correlation coefficient between creativity and intelligence for elementary school students is less than 0.30. After divided creativity and intelligence with high and low scores, the correlation coefficient between high creativity and group and higher intelligence group decreased to 0.10. So, it sounds as though there is no strong relationship between creativity and intelligence. Getzels and Jackson (1962) studied the relationship between creativity and intelligence of secondary school students. The result also confirmed Torrance's finding. Chang (1984) mentioned the co-relationship

between school learning and creativity is very low. So, this is desirable to disadvantaged students, in that their low grade did not guarantee low creativity.

Severeide and Sugawara (1985) found in their studies that the creative problem solving class was found to be more effective in enhancing creativity scores. Kollen (1985) said that creativity and critical thinking are inherent when human beings are doing and being together in fun, learning, and discovery. Fitzpatrick (1985) also stated that to keep abreast with technological change, we must develop students with a thorough understanding of the material to logically apply their knowledge to problems on the job. To achieve that, the test form used in vocational education may change to essay form. From the above description, if we want to improve students creativity or problem-solving ability, we may do so in the following ways: (a) setting an environment to initiate creative thinking: we should change the traditional evaluation achievement ways and encourage students to do some creative thinking; (b) using instructional methods suitable to developing creative ability: we may use the methods like part-changing method, checkerboard method, checklist method, and find-something-similar method.

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